



**THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA)
STRATEGY TO IMPROVE READING COMPREHENSION:
A CLASSROOM ACTION RESEARCH ON THE EIGHTH GRADE
STUDENTS OF SMP MUHAMMADIYAH 2 KUDUS
IN THE ACADEMIC YEAR 2011/2012**

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in Partial Fulfillment of the Requirements for Completing
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MOTTO AND DEDICATION

A mistake is only a mistake if you don't learn from it: if you learn from it, it's called experience.

There can be miracle when you believe.

This skripsi is dedicated to:

1. My beloved parents Mr. Sumanto and Mrs. Hartati who always pray and support me.
2. My sisters (wulan) and my brother (Maulana) who always support me.
3. My beloved friends (sulis, nazid and farida) who always give me support and motivation to me.
4. My lectures and people surround me whose always teach me about a life

ADVISORS' APPROVAL

This is to certify that the Sarjana of Noor Rahayu Kamilia has been approved by the thesis advisors for further approval by the Examining Committee.

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ABSTRACT

Kamilia, Noor Rahayu. 2012. *The Use of Directed Reading Thinking Activity (DRTA) Strategy to Improve Reading Comprehension: A Classroom Action Research on the Eighth Grade Students of SMP Muhammadiyah 2 Kudus in the Academic Year 2011/2012*. Skripsi: English Education Department of Teacher Training and Education Faculty of Muria Kudus University. Advisor: (1) Ahdi Riyono, SS, M.Hum (2) Drs. Suprihadi, M.Pd

Key words: reading comprehension, DRTA strategy

Reading is one of the skills which must be taught to Junior High School students as one of the teaching and learning activities in English class. Reading determines the successful of any subject matters. All depend on the competence of reading comprehension. But in reality, the students argue that reading is not interesting and they are still wrong to understand meaning of the text. They have difficulties in analysis, interpretation and make summary of the text. The students' need something produced some observation to make them more active and stimulate their interest in order to create an enjoyable atmosphere of English reading activity so that they can build up their reading comprehension particularly to their understanding the content of texts given. The writer uses the interesting strategy to make the students enjoy and more active in the class. It is DRTA strategy, it can improve the reading comprehension of the students.

The objective of this research is to improve reading comprehension by using DRTA strategy on the eighth grade students of SMP Muhammadiyah 2 Kudus in the academic year 2011/2012.

This research applied a classroom action research. The research is conducted in the eighth grade students of SMP Muhammadiyah 2 Kudus in the academic year 2011/2012, especially in VIII A. The number of the students in the classroom is 22 students; 7 female and 15 male.

The average score percentage of the students' in reading comprehension in cycle I is 65%. In cycle II, the average score percentage of the students' in reading comprehension is 70%. And in cycle III, the average score percentage of the students' in reading comprehension is 80%. So, there is an increasing of the average score percentage of the students' in reading comprehension in every cycle. Besides, the students and teacher's activity are improved and the problem that faced by the teacher are decreased in every cycle.

This research concludes that DRTA strategy can improve the reading comprehension on the eighth grade students of SMP Muhammadiyah 2 Kudus in the academic year of 2011/2012. Thus, the writer suggests that a teacher must be creative, active, and always give motivation and support to the students in order to create good learning experience by using DRTA as strategy in teaching English reading.

ABSTRAKSI

Kamilia, Noor Rahayu. 2012. *Penggunaan Strategi Directed Reading Thinking Activity (DRTA) untuk Meningkatkan Pemahaman Membaca: Penelitian Tindakan Kelas pada Siswa Kelas VIII SMP Muhammadiyah 2 Kudus Tahun Pelajaran 2011/2012*. Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing (1) Ahdi Riyono, SS, M.Hum (2) Drs. Supriyadi, M.Pd

Kata kunci: pemahaman membaca, strategi DRTA

Membaca adalah salah satu ketrampilan yang harus diajarkan di Sekolah Menengah Pertama (SMP) sebagai salah satu kegiatan belajar mengajar di kelas. Membaca menentukan kesuksesan dari semua pokok bahasan. Semua pokok bahasan tersebut bergantung kepada kemampuan dari pemahaman membaca. Tapi pada kenyataannya siswa membantah bahwa kegiatan membaca tidak menarik dan mereka masih salah dalam memahami arti pada teks. Mereka mempunyai kesulitan dalam menganalisis, menafsirkan dan membuat kesimpulan pada teks. Siswa memerlukan apapun yang dapat menghasilkan pengamatan untuk membuat mereka lebih aktif dan merangsang ketertarikan mereka untuk menciptakan suasana yang menyenangkan dalam kegiatan membaca pada pelajaran bahasa Inggris sehingga mereka dapat memperoleh pemahaman membaca terutama dalam memahami isi bacaan yang diberikan. Penulis menggunakan strategi yang menarik untuk membuat siswa senang dan aktif di kelas. Itu adalah strategi Directed Reading Thinking Activity dan itu dapat meningkatkan kemampuan pemahaman membaca pada siswa.

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca dengan menggunakan strategi DRTA pada siswa kelas VIII SMP Muhammadiyah 2 Kudus tahun pelajaran 2011/2012.

Penelitian ini menerapkan penelitian tindakan kelas. Penelitian dilaksanakan terhadap siswa kelas VIII SMP Muhammadiyah 2 Kudus pada tahun pelajaran 2011/2012, khususnya di kelas VIII A. Jumlah siswa kelas VIII adalah 22 siswa; 7 perempuan dan 15 laki-laki.

Nilai persentasi rata-rata siswa pada pemahaman membaca pada siklus I adalah 65%. Di siklus kedua, nilai presentasi rata-rata siswa pada pemahaman membaca adalah 70%. Dan di siklus III nilai presentasi rata-rata siswa pada pemahaman membaca adalah 80%. Jadi, ada peningkatan nilai presentasi rata-rata siswa pada pemahaman membaca disetiap siklus. Disamping itu, kegiatan siswa dan guru meningkat dan masalah yang dihadapi oleh guru menurun dalam setiap siklus.

Penelitian ini disimpulkan bahwa DRTA sebagai strategi dapat meningkatkan pemahaman membaca siswa kelas VIII SMP Muhammadiyah 2 Kudus pada tahun pelajaran 2011/2012. Dengan demikian, penulis menyarankan, seorang guru harus kreatif, aktif, dan selalu memberikan motivasi serta dukungan ke siswa dengan tujuan menciptakan pengalaman belajar baik dalam penggunaan DRTA sebagai strategi dalam pembelajaran membaca pada pelajaran bahasa Inggris.

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